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ABSTRACT

This document reports the planning, implementation, and evaluation of a 9-month institute held at the University of Missouri-Columbia to prepare participants (approximately 20) for leadership positions in student personnel work at junior colleges and technical institutes. The following aspects of the instructional program are discussed and evaluated: (1) experiences built around a section of 10 students and a professor; (2) didactic courses taught within the institute or outside the institute in the regular university offering; and (3) institute seminars. Specific areas in which each participant was expected to develop reasonable competence were: human behavior, environmental influences, educational and psychological measurement, counseling theories and methods, statistics and research methods, higher education, and student personnel work. The institute was rated as successful by student participants, teaching faculty, and a team of evaluators. Various organizational aspects of the program are presented. (CA)

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FINAL TECHNICAL REPORT ON THE

INSTITUTE FOR ADVANCED STUDY IN STUDENT PERSONNEL WORK

Conducted at the

University of Missouri-Columbia

Columbia, Missouri 65201

from September 8, 1970 to May 31, 1971

Under contract with the

UNITED STATES OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Submitted by

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LOS ANGELES

JUL 23 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

This is a report to the U.S. Office of Education of the planning, implementation, and evaluation of the fourth Institute for Advanced Study in Student Personnel Work held at the University of Missouri-Columbia for the purpose of preparing persons for leadership positions in student personnel work for junior colleges and technical institutes. Preplanning for the Institute was conducted during the winter and summer terms of 1970. The Institute began on September 8, 1970, and terminated on May 31, 1971.

In accordance with the Guidelines developed by a panel of consultants to the U.S. Office of Education on August 29, 1966, the Institute was conducted with decreased federal support, when compared with the previous Institutes, and increased institutional support.

A Plan of Operation for a similar Institute program for the 1971-72 academic year has been submitted to the U.S. Office of Education, but was not approved.

OBJECTIVES

The goal of the Institute was to prepare the participants in specific areas of competencies so that by the end of the Institute they were well-qualified college student personnel leaders in accordance with current professional recommendations. Primary emphasis was given in improving the participants' ability to serve in an administrative role in student personnel work in a community college and/or technical institute.

The specific areas in which each participant was expected to develop reasonable competence by the end of the Institute were:

1. Understanding of behavioral science concepts;
2. Understanding of and skill in measurement and research methods;
3. Understanding of higher education;
4. Understanding of student personnel administration;
5. Development of skill in conducting several student personnel functions through supervised practice in such.

The Institute emphasized the development of knowledge, attitudes, and skills necessary for filling leadership roles in student personnel work. Attitudes and communication skills received somewhat more emphasis than was given in the three previous Institutes. This was achieved through the orientation week, the week-in-the-field, and the small group seminars.

The acquisition of skills and methodology was accomplished through supervised practicums. On the job exposure gained during the week-in-the-field reinforced the acquired skills. Also, several of the consultants supplemented this area of emphasis.

Specific knowledge in the various areas of student personnel work was gained through didactic instruction, large group seminars, use of consultants, and independent readings assigned in connection with the practicums.

ORGANIZATION AND ADMINISTRATION

The Institute was conducted on the University of Missouri campus, Columbia, Missouri, with the organizational and administrative procedures in accordance with established University policies and regulations. It is the regular University policy for programs such as the EPDA Institute for Advanced Study in Student Personnel Work to be approved by the Board of Curators with review for legal, fiscal, instructional, and program acceptability by the General Counsel, Office of the Comptroller, Dean of the Division, Chancellor, and the President of the University. The initiative for all matters concerning staff, enrollees, instructional program, and expenditures resides in the Director of the Institute, under the general supervision of the Dean of the College of Education. Fiscal accounting and records were handled through the Office of the Comptroller and purchasing through the University Purchasing Office.

This organizational pattern was effective for the purposes of the Institute.

PRE-INSTITUTE PREPARATION

Publicity

The University Office of Public Information arranged for news releases to newspapers and other media. Efforts were also made to directly inform prospective applicants of the Institute program. Brochures were displayed at various professional conventions and meetings. Special mailings of brochures and information were made to the following groups:

1. American Association of Junior Colleges (presidents).
2. American Personnel and Guidance Association (membership).

A total of 31,440 brochures were distributed to the above organizations and their memberships and to persons making individual requests. This publicity and the publicity provided by the U.S. Office of Education resulted in requests for 395 application forms by persons from all parts of the United States. This coverage was judged to be adequate by the staff and the evaluation team.

Criteria for Selection of Enrollees

1. The basic assumption on which criteria for selection were based, was that by the end of the Institute each participant would have developed reasonable competence in each of the areas listed as specific objectives in the Plan of Operation.

2. In order to be considered for selection, an applicant had to have an academic background represented by a minimum of approximately one semester of graduate work deemed appropriate preparation for student personnel work, and not more than three semesters of graduate study appropriate to training for student personnel workers.

3. The successful applicant had to be qualified for admission to the Graduate School of the University of Missouri, and to do graduate study in student personnel work. An enrollee could become a candidate for the masters degree, certificate of specialization, or a doctorate at his own discretion, but degree candidacy was not criterion of selection for participation in the Institute.

4. The applicant was expected to be a teacher or personnel worker in a public or private non-profit four-year college, junior college, technical institute, secondary school, or area vocational school. Preference was given, however, to those employed in a junior college or technical institute who showed promise of being able to assume an important leadership role in institutions of that classification upon completion of the program.

5. The successful applicant had to possess the ability to do graduate study of good quality in student personnel work as evidenced by college transcripts, letters of recommendation, aptitude tests, and personal interviews.

6. The successful applicant had to show a desire to make student personnel work his primary professional goal and had to possess the personal characteristics desirable in persons of this identification.

Assessment of the above potential qualifications was made by considering letters of reference, communication with the applicant's previous professors, immediate supervisor's rating, and telephone interviews.

7. In selecting participants, consideration was given to the needs of higher education for more trained professionals from minority groups such as Negroes, Chicanos, and women. A lack of qualified applicants from these groups handicapped the selection committee's efforts. Three black males and one black female were selected. One male Chicano was also selected, but other minority groups were not represented. The final group of participants selected was composed of seven females and thirteen males.

Method of Selection of Participants

A personnel folder was developed on each applicant consisting of the following: (1) application form, (2) personal data sheet, (3) transcripts of college credits previously earned, (4) letters of recommendation, (5) recommendations of immediate supervisors, (6) aptitude test reports, and (7) personal interview notes where appropriate.

The credentials of all applicants were reviewed by the following committee which made recommendations to the Director concerning the selection:

Robert Callis, Chairman - Professor of Education

Ralph Bedell - Professor of Education

Robert Dollar - Associate Professor of Education

Richard Caple - Associate Professor of Education

Gary Fox - Assistant Professor of Education

After evaluation of the credentials and the resulting recommendations by the Selection Committee, the selected applicants were interviewed by telephone. Where applicant and Institute goals were affirmed as congruent, letters were sent to each selectee placing him in one of the following categories:

1. Accepted as participant with full stipend (N=20).
2. Selected as an alternate (N=20).

Other applicants were sent letters notifying them that--

1. While eligible for participation, they were not selected due to limitations in enrollment.
2. They were not eligible, either due to failure to qualify under the law or to meet the established selection criteria for the Institute.

The deadline for receipt of applications was a postmark not later than April 15, 1970. This deadline was extended until May 1, 1970 because of the delay in notification of funding and distribution of materials. All applicants were notified of the action taken on their application by letters postmarked no later than June 1, 1970.

Eight of the original twenty selectees cancelled for personal reasons between June 1 and July 13 and were replaced by alternates. The list of participants was stabilized by the end of July.

This procedure worked well and resulted in a group of excellent enrollees for the program. See Appendix E. The telephone interviews proved to be very useful in clarifying Institute goals to the applicants and arriving at an assessment of "fit" between the applicant's goals and Institute goals. In some cases, applicants were referred to Institutes more in line with their needs and aspirations.

Special Faculty Planning Sessions

In order to gain consensus on content and functions of different aspects of the Institute program and to enhance commitment to the specified goals, a special workshop for Institute faculty and staff was held on July 9 and 10, 1970. The content of the workshop is reflected in Appendix D. It was generally agreed by the participants that this kind of activity is important and resulted in better understanding of and commitment to goals of the Institute. Evaluation indicated that more planning time should be spent on clarifying what is expected in practicum stations. The complementary nature of the roles of section leaders and practicum supervisors needs further definition.

TOTAL AMOUNT OF SUPPORT FROM THE FEDERAL GOVERNMENT

The University of Missouri-Columbia received authorization of a total of $163,692.00 for the support of the EPDA Institute for Advanced Study in Student Personnel Work conducted during the 1970-71 academic year.

PHYSICAL FACILITIES AND EQUIPMENT

In addition to the regular classrooms, practicum, and conference facilities in various University buildings, the instructional program was primarily conducted in special seminar rooms in the NROTC Building. The offices for the Institute faculty were located in Hill Hall and were quite adequate. The seminar rooms were divided into smaller rooms for section use and small group study areas. These rooms were exclusively for the use of the Institute participants. Appropriate reference materials and typewriters were available.

Practicum facilities used by Institute participants on the University campus included the Testing and Counseling Service with counseling offices, observation rooms, one-way vision mirrors, and centralized wiring for tape recorders. In addition, practicum stations were available in the following services: Student Health Service, Academic Deans Offices, Placement Office, Dean of Students Office, Housing Office, Admissions and Registrar Offices, and Student Financial Aids Office.

A unique practicum experience for Institute participants was made possible by the interest and cooperation of nine junior colleges in Missouri and Kansas. These selected colleges generously made their facilities available for one week of practicum experience without remuneration of any kind. See Appendix I for a list of assignments.

The major purpose of the one-week field practicum experience was to see the total educational system of the community college and to focus on the student personnel program as an integral part of that system.

All other facilities normally available to all students of the University were available to Institute participants such as: the general and divisional libraries, health services, recreational facilities, data processing facilities, student union, etc.

Although housing facilities were available, students were free to select appropriate housing and food services to meet their individual preferences and needs. The services of the Housing Office were available for those who wished such assistance.

FACULTY AND STAFF

The various competencies of the faculty were appropriate for the goals of the Institute program. Faculty inputs seemed to complement very well the inputs of the students. The heterogeneity of ideas and suggested solutions to problems resulting from the various theoretical and experiential backgrounds of faculty and students was one of the important growth producing aspects of the program.

Faculty

Robert Callis, Ph.D., Director of Institute and Professor of Education. Specialty - student personnel work and testing and counseling. One-fourth time during the pre-institute period and three-fourths during the Institute period. Time devoted to administration and Section Leader for Section 1.

Robert J. Dollar, Ed.D., Chairman, Department of Higher and Adult Education and Associate Professor of Education. Specialty - student personnel work. One-fourth time during the summer of 1970 and one-half time during the Institute period. Instructional responsibility - Section Leader for Section 2, which includes instructional responsibility for the Research Project, Supervised Practicum in Student Personnel Work, and the Integrative Seminar.

Corrine S. Cope, Ph.D., Assistant Professor of Education. Specialty - counseling and guidance, practicum supervision.

Gary C. Fox, Ph.D., Assistant Professor of Education. Specialty - junior college.

Norman C. Gysbers, Ph.D., Associate Professor of Education. Specialty - counseling and guidance, vocational development, practicum supervisor.

Warren R. Seymour, Ph.D., Associate Professor of Education. Specialty - counseling and guidance, statistics, and test and measurement.

Support Staff

The support staff for the program was very adequate. A full-time secretary was employed. Four graduate assistants were employed on a half-time basis. One served as administrative assistant to the director and was on a twelve-month contract, while the other three assistants served on a nine-month contract.

Two of the assistants were assigned to assist the Section Leaders of Sections 1 and 2. The third assistant coordinated and assisted in the supervision of the practicum stations.

CONSULTANTS

Seven consultants participated in the Institute during the year. They made formal presentations, led seminar discussions, and interacted informally with enrollees and staff. Their contributions were well received and were important inputs to the total program. Student groups were involved in the planning of these special events and helped host the consultants while they were on campus.

Dr. Donald D. Shook, President of East Central Missouri Junior College, Union, Missouri and President of Missouri Association of Junior Colleges, served as a consultant to the Institute on October 19 and 20, 1970. His topic was "Student Personnel Services in a Developing Community College."

Dr. Leslie Koltai, Chancellor of Metropolitan Junior College District, Kansas City, Missouri, served as a consultant to the Institute on November 9 and 10, 1970. His topic was: "The Role of Student Personnel Services as Viewed by a Modern Comprehensive Community College Chancellor."

Dr. Roy W. Dugger, President of Texas State Technical Institute, Waco, Texas, served as a consultant on January 4 and 5, 1971. He discussed the topics: "Vocational-Technical Education Today and Into the Future" and "Special Needs of Student Personnel Services for Vocational-Technical Education."

Dr. Jane Matson, Professor of Education, California State College, Los Angeles, California, served as a consultant to the Institute on February 8 and 9, 1971. Her topic of discussion was: "Current Status of Student Personnel Work in Community Colleges."

Dr. Norman Kagan, Professor in the Department of Counseling, Personnel Services and Educational Psychology, in the College of Education, and Professor in the Office of Medical Education Research and Development in the College of Human Medicine, Michigan State University, East Lansing, Michigan, served as a consultant on April 14 and 16, 1971. His topic for discussion was: "Interpersonal Process Recall in Counseling."

Dr. Fred Proff, Chairman of the Department of Guidance and Counseling, University of Houston, Houston, Texas, and,

Dr. Max R. Raines, Professor of Higher Education, Michigan State University, East Lansing, Michigan, served as a team of consultants to the Institute on February 17, 18, and 19, 1971. Their role was to assist in an evaluation of the Institute.

In addition to the above consultants' contributions, special Monday afternoon seminars were held during the first semester utilizing local personnel with special competencies of interest to the Institute.

INSTRUCTION

Objectives of Instruction

In general terms, the objectives of the Institute were to train teachers or partially-trained student personnel workers in specific areas of competence so that by the end of the Institute they could be considered well-qualified college student personnel workers in accordance with current professional recommendations. The primary emphasis of the Institute was directed toward improving the participants' abilities to serve in leadership roles in student personnel work in community colleges or technical institutes.

The specific areas in which each enrollee was expected to develop reasonable competence by the end of the Institute were:

1. Human behavior - understanding of processes of human motivation and learning. Understanding of unique characteristics and problems of students.

2. Environmental influences - understanding of environmental factors which influence the educational and career development of youth. Understanding of sociological dynamics of occupations, professions and work. Understanding of the campus as a psycho-social setting in which the student lives and learns.

3. Educational and psychological measurement - understanding of the principles of measurement of abilities, vocational interests, academic achievement, personality, special aptitudes, and psycho-social environmental

press. Ability to evaluate critically and to use astutely educational and psychological measuring instruments in student personnel work as they relate to the educational process.

4. Counseling theories and methods - understanding of theories of counseling, objectives of counseling and techniques of achieving the objective both through individual and group processes. Development of ability to apply counseling theory and methods in a variety of student personnel functions such as in the supervision of co-curricular activities, in the management of a residence hall program, in educational planning for college, and in the regulation of student conduct.

5. Statistics and research methods - development skills in collecting, analyzing, and reporting data relevant to problems of significance to college personnel work. Ability to read with understanding research findings as they are reported in professional literature. Ability to conduct research on problems of significance to college personnel work and the educative process. Understanding of the role of data processing equipment in the recording, storing, retrieval and analysis of data regarding students and the educative process.

6. Higher education - understanding of the philosophy, nature, function, and organization of higher education, especially community colleges and technical education. Understanding of newer concepts in curricular offerings and instructional material and media.

7. Student personnel work - understanding of the role and function of the several student personnel functions, how they interrelate to each other and their relationship to the total educational effort, understanding of how student personnel programs are organized to accomplish their objectives.

Organization of the Instructional Program

The content of the instructional program fell into three categories:

1. Experiences built around a section of ten students and a professor.
2. Didactic courses taught within the Institute or outside the Institute in the regular University offering.
3. The Institute seminar.

Comments about Area 1 -- Section Work: Experiences built around the section included an integrative seminar which met for two hours twice each week, planning and completing an applied research project in student personnel work, an on-campus practicum in which the students spent 12 to 16 hours a week, and an off-campus practicum of one week in a junior college in Missouri or a neighboring state. Each section leader was given the responsibility for individualizing and maximizing the development of each student in his section. He accepted responsibility for facilitating the integration of personal characteristics, knowledges, and skills into a functional mode of operation for each student.

The section leader was the liason person with the immediate supervisor of the practicum student. He held primary responsibility for determining when a student had progressed in his practicum to a point that he should be rotated to another station. An oral examination of the student's progress, conducted by the section leader and the practicum station supervisor, was the means of determining readiness for rotation. These

examinations could be conducted at any time and proved to be a very effective device.

The section leader spent the off-campus practicum week visiting his students and their cooperating supervisors in the practicum setting. It was his responsibility to assure that the student had a maximum learning experience. He and his students conducted seminars during each evening of that week.

The faculty, students, and evaluation team were all impressed with the effectiveness of the section organization. The section did indeed become a point of focus for the students and most reported important growth experiences attributed to the openness and trust developed within the section. A climate was achieved where individuals were free to examine some of their behaviors in a safe environment and test out new behaviors for themselves. Many students felt that they were able for the first time to integrate theory and philosophy with practice in a way that was compatible with their own individual personality needs.

The evaluators reported that they found the morale to be extremely high. They were impressed with the interpersonal climate in which very open and honest questioning and discussion could take place without breaking down personal relations.

The applied research project generated a high level of anxiety during the planning stages and during the stages of data gathering. The same problem was experienced the preceding years, i.e., there was a tendency for students to underestimate the amount of time necessary for completion of the project. This resulted in students pushing very hard to complete their work near the end of the academic year. After completion of the projects, however, the students expressed much pride in having completed a research project.

The on-campus practicum was rated by practicum supervisors, section leaders, and students as a good experience. The evaluators reinforced faculty feelings that the 12-16 hours per week is an optimum amount of time to spend in a station. The evaluators indicated that the most pressing problem in this area is finding ways to improve communications between section leaders and the immediate supervisors in the practicum stations. There is evidence that the practicum supervisor does not always know what is expected of him by the section leader in terms of providing certain educational content in the practicum station. This continues to be an area of concern and was mentioned in last year's report.

The off-campus practicum in the junior college was rated by the students and the evaluators of the Institute as one of the important highlights of the program. The junior colleges that hosted the students were extremely open and provided every opportunity for the students to

learn. The debriefing session that followed the off-campus practicum indicated that the students had been very effective in their analysis of the strengths, shortcomings, and potentials of the campuses they visited. The students were praised for their contributions to the campus that they visited. It was apparent that the process of looking, asking questions, and interacting with the college's personnel, they generated questions and some innovative ideas that were perceived as useful by their hosts.

In summary, making the small section the point of focus in the students' learning experience proved to be effective. The students perceived it as a very useful integrative experience in which they could develop the personal characteristics, knowledges, beliefs, and skills necessary for the leadership role in student personnel work in the junior college or technical institute. A very important part of this experience was the opportunity to learn from one another.

Comments about Area 2 -- Didactic Instruction: The didactic courses in which each student enrolled were selected in an individual interview held during orientation week. See Appendix G. Each student was interviewed by a team of faculty members, and courses were selected that would meet his needs and aspirations and Institute goals. Unless courses had been taken previously in each of the didactic instructional areas mentioned above, the student was encouraged to take courses in the area. All students, except those who had previously had the courses, took the following courses during the year: The Junior College, College Administration, Educational Data Processing, and/or Student Personnel Administration. All students

were brought to a minimum proficiency in Educational Statistics and several students completed an advanced course during the year. Courses in behavioral sciences and counseling theory were selected when proficiency was needed. The students and evaluators gave favorable ratings to the didactic instruction. The evaluators commented that all of the courses seemed to be of high academic quality.

Comments about Area 3 -- Institute Seminars: A special seminar was scheduled for each Monday afternoon for the purpose of dealing with topics of interest to the total Institute, using local authorities and/or guest consultants from off-campus. Samples of schedules of consultants are shown in Appendix J. Each consultant made formal presentations, interacted with the sections, and spent time with the faculty. These consultants made excellent inputs to the discussion and examination that went on within the Institute.

SPECIAL FEATURES OR EMPHASES

A special feature of the Institute that the staff and students rated very high was Orientation Week. The evaluators concurred with the conclusion that this had been a catalyst to the establishment of an open, growth-oriented climate that persisted throughout the year.

The main thrust of orientation was to gain consensus and commitment among faculty and students concerning the important group goals to be achieved during the year and to provide an opportunity for identifying and committing to the achievement of special individual goals that each student brought with him to the program.

Training group techniques were used for the purpose of developing trust and openness and to facilitate the clarification of role definitions for the faculty, students, and administration. The complementary nature of these roles was explored as well as some of the conflicts that could be anticipated. Some time was spent discussing implications of the enrollees' shift from an active professional role to the role of student. Increased awareness of these "dynamics of Institute life" contributed to better coping behaviors when problems arose during the year.

The highlight that probably had the highest valence for the majority of students was the one week off-campus practicum in a community college. The value of this experience to the students cannot be overestimated.

This seemed to be a period of reality testing of those things that had been learned during the semester. It became evident during the debriefing sessions, where the students reported back to the total Institute group what they had learned, that the theory accumulated before going out to the campuses had passed the test of relevance. Many new questions had also been generated in the "real institution" that rejuvenated inquiry within the Institute.

The majority of students reported that they felt the integrative seminar was a key aspect of the Institute. The seminar actually became the students' home base within the total educational experience. The team effort and mutual concern that developed within these small groups became a living example of what a learning environment can become.

Impact of the Institute on the Regular Academic Year Program

The research produced by Institute students and the faculty interaction with junior colleges in the region in organizing and conducting the off-campus practicum have improved communications and understandings between junior college and university personnel.

The Institute has enabled the College of Education to offer specialized activities to students that complement the existing didactic program but could not have been offered without USOE assistance. The individualized attention given students in the integrative seminar, the applied research project, and practicum experiences are resulting in a much better product.

The Institute has stimulated a number of participants to aspire to the top student personnel positions in some of the large junior college systems in this country. A good share of this motivation must be attributed to the consultants. They pointed put the importance of equal academic credential to junior college student personnel deans who hope to be treated as peers by their colleagues in academic leadership roles. The doctorate was seen as a prerequisite to commanding an equal role in decision-making. A number of students are committing their own finances to an additional year of study toward the completion of the doctorate. They plan to then bid for a role in a junior college providing a place for such leadership.

CONCLUSIONS

This Institute program was rated as successful by the student participants, teaching faculty, and the team of evaluators who visited the Institute. It was described as an open, highly motivated learning environment characterized by a high degree of faculty and student morale. It was described as rigorous, stressful, personable, and very effective.

Important factors credited with helping to create these outcomes included:

1. A high quality of student input.
2. An effective orientation program.
3. Integrative learning experiences built around small sections.
4. An off-campus experience of high quality on a community college campus.
5. A sound didactic program.
6. A sense of mutual concern and trust among the faculty and students.

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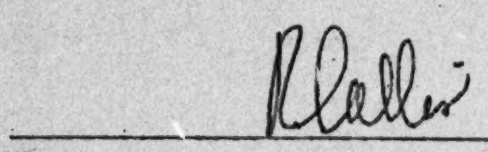
This report is respectfully submitted by



ROBERT CALLIS, Director